DOCUMENT RESUME

ED 183 270 PS 011 247

TITLE The Parent Partnership Program: A Report of Activities, September 1978 - June 1979.
INSTITUTION Philadelphia School District, Pa.
PUB DATE Jul 79
NOTE 28p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; Early Childhood Education; *Educational Programs; Language Arts; Mathematics; *Parent Education; Parent Participation; *Parent Workshops; *Preschool Children; Reading Skills; School Community Cooperation; *Tutors
IDENTIFIERS *Pennsylvania (Philadelphia)

ABSTRACT

This report covers nearly three years of the Parent Partnership Program activities initiated by the School District of Philadelphia to promote parent participation in the education of their children from the age of three and onward. Three major programs were designed to achieve this goal: the Parent Partnership Program, The Books for Tots Bandwagon, and the Tutor Corps. The Parent Partnership Program offered about 335 workshops to parents in metric math, consumer redress, early childhood, and language arts. In addition, approximately 600 workshops were conducted for Books for Bandwagon, which provided paperback books and other printed materials to parents of young children to foster the development of reading and reading-related skills in the home. More than 14,825 parents of preschool children attended these workshops; coupled with the Parent Partnership Program a total number of 21,000 parents participated in these activities. The Tutor Corps program, which employed teenage tutors to work with infants, toddlers and preschool children in day care centers, not only fostered parenting behavior but also succeeded in enhancing the young children's development. (MP)

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SCHOOL DISTRICT OF PHILADELPHIA

THE PARENT PARTNERSHIP PROGRAM

PARENT PARTNERSHIP PROGRAM

DATA LINE

BOOKS FOR TOTS BANDWAGON

TUTOR CORPS

A REPORT OF ACTIVITIES

SEPTEMBER 1978 - JUNE 1979

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JULY 1979

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ABSTRACT

The close of the 1978-1979 school year, marks the end of nearly three full years of operation of the Parent Partnership Program. This Program is a concerted, cooperative effort to promote a successful educational system through a combined school-community effort. To this end, the School District of Philadelphia initiated three major programs: The Books for Tots Bandwagon, The Tutors Corps and the Parent Partnership Program.

In the 1978-1979 school year, the Parent Partnership Program offered workshops to parents in METRIC MATH, CONSUMER REDRESS, EARLY CHILDHOOD and LANGUAGE ARTS. More than 6,000 parents attended the approximately 335 workshops held throughout the city. This figure represents almost twice the number of parents who attended in the previous year.

In addition, approximately 600 workshops were conducted for the Books for Tots Bandwagon, which provided paperback books and other printed materials to parents of young children to foster the development of reading and reading-related skills in the home. More than 14,825 parents of preschool children attended these workshops, and coupled with the Parent Partnership Program a record number of 21,000 parents participated in these activities.

The Tutor Corps, which employs teenage tutors to work with infants, toddlers and pre-school children in day care agencies, not only fosters parenting behavior but has also succeeded in enhancing the development of young children.

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INTRODUCTION

The Parent Partnership Program was established in the 1976-1977 school year to insure the meaningful involvement of parents and the total community in the educational process. The active involvement of parents in the formal aspects of schooling is certainly not new, but the Parent Partnership Program is a deliberate, concerted effort to involve all parents in the educational process of their children from the age of three onward. The program takes greater advantage of existing school district staff, facilities and materials, defines a common purpose and directs the resources in a single direction--to involve parents and the community in the educational process.

It is founded on the belief that comprehensive, quality education of children cannot be and is not accomplished by schools alone. There is ample evidence to support the importance of the home environment in the development of a child's intelligence (Bloom, 1964; Hunt, 1961, Schaefer, 1971) and its relationship to school achievement (Douglas, 1964; Moore, 1968; Rupp, 1969; Walberg and Anderson, 1972). Three major programs have therefore been designed to coordinate and concentrate the joint efforts of parents and teachers. These are the Parent Partnership Program, The Books for Tots Bandwagon and the Tutor Corps.

THE PARENT PARTNERSHIP PROGRAM

The Parent Partnership Program is composed of a number of components which are outlined below. It should be pointed out that each of these

components has been developed and operated--at no additional cost to the School District. Members of the School District contribute their time and effort to the Parent Partnership Program as a demonstration of their commitment to education for all members of the community.

1. Parent Workshops - Workshops are held throughout the School System and are designed to assist parents become more effective in the total education of their children (especially pre-school children) by helping parents acquire an understanding of the various aspects of child development, as well as recognizing, making and using learning materials in the home.

2. Special Education Centers - Each center houses instructional materials and information geared for parents of children eligible for School District special education programs. Trained personnel at each center assist parents in the development of materials and activities for use with handicapped children at home, and provide immediate counseling services for parents.

3. Personalized Reading and Mathematics Books - Parents, upon request, receive computer-generated materials in Reading and/or Mathematics. The booklets are developed using information about a child which is supplied by a parent. The material is completely individualized and personalized. References are made throughout the booklets to the child, his relatives, friends etc. The material is developed as closely as possible to the independent working level of the students.

4. Television Programs - Professional programs on public and commercial networks as well as closed-circuit (School System) systems are designed to provide examples of educational/instructional activities that parents may participate in with their children while at home.

5. Information Dissemination (Public) - Coordinated media coverage is designed to inform the entire community of the availability of all aspects of the Parent Partnership Program. Individual inquiries about the program are responded to by providing printed information and sample materials tailored to specific requests.

6. Data Line - The Dial a Teacher Assistance Project is a telephone resource center which provides assistance or information to parents and pupils related to school work brought home by students, as well as information about Parent Partnership activities and services available to parents and children in the School District.

1. PARENT WORKSHOPS

Several workshops were held throughout the School System in the 1978-1979 school year:

Metric Math Workshops: 141 workshops were held in November, 1978 and 3,281 parents attended these workshops.

Consumer Education Workshops: 8 workshops were held in December, 1978 and 200 parents attended.

Books For Tots: These workshops were held in January, February and March, 1979 and are discussed in a later section of the report.

Early Childhood Workshops: 24 workshops were held in April, 1979 and 676 parents attended.

Language Arts Workshops: 161 workshops were held in May, 1979 and 1,846 parents attended.

METRIC MATH WORKSHOPS

These workshops were conducted in elementary and secondary schools throughout the city. The theme of the workshops was the METRIC SYSTEM OF MEASUREMENT. This theme was chosen because the United States is currently in the process of converting to the metric system. The metric system is being used all over the world. In the years to come, our children will have to be able to understand and use this system.

The School District prepared a Parent Partnership metric booklet for use in the workshops. The booklet contained background information and various activities which parents could use with their children to help them learn about metric measurement. The ideas presented in the booklet were intended to supplement the work children do in the classroom during the regular school year.

During the actual workshops, the leaders discussed the background information in the metric booklets and then led the groups in various measurement activities involving length, weight and volume. The parents worked with some unfamiliar measures such as centimeters, liters and kilograms. They were able to see how such measures are related to the more

All You Will Need to Know About Metric

(For Your Everyday Life)

10

Metric is based on Decimal system

The metric system is simple to learn. For use in your everyday life you will need to learn only ten new units. You will also need to get used to a few new temperatures. There are even some metric units with which you are already familiar: those for time and electricity are the same as you use now.

BASIC UNITS

METER: a little longer than a yard (about 1.1 yards)
LITER: a little larger than a quart (about 1.06 quarts)
GRAM: a little more than the weight of a paper clip

(comparative sizes are shown)

1 METER

1 YARD

25 DEGREES FAHRENHEIT

25 DEGREES CELSIUS

COMMON PREFIXES
(to be used with basic units)

milli: one-thousandth (0.001)
centi: one-hundredth (0.01)
kilo: one-thousand times (1000)

For example:
1000 millimeters = 1 meter
100 centimeters = 1 meter
1000 meters = 1 kilometer

1 LITER 1 QUART

OTHER COMMONLY USED UNITS

millimeter:	0.001 meter	diameter of paper clip wire
centimeter:	0.01 meter	a little more than the width of a paper clip (about 0.4 inch)
kilometer:	1000 meters	somewhat further than ½ mile (about 0.6 mile)
kilogram:	1000 grams	a little more than 2 pounds (about 2.2 pounds)
milliliter:	0.001 liter	five of them make a teaspoon

OTHER USEFUL UNITS

hectare: about 2½ acres
tonne: about one ton

TEMPERATURE
degrees Celsius are used

°C −40 −30 0 10 37 60 80 100
°F −40 0 32 50 98.6 150 212
water freezes body temperature water boils

1 KILOGRAM 1 POUND

6

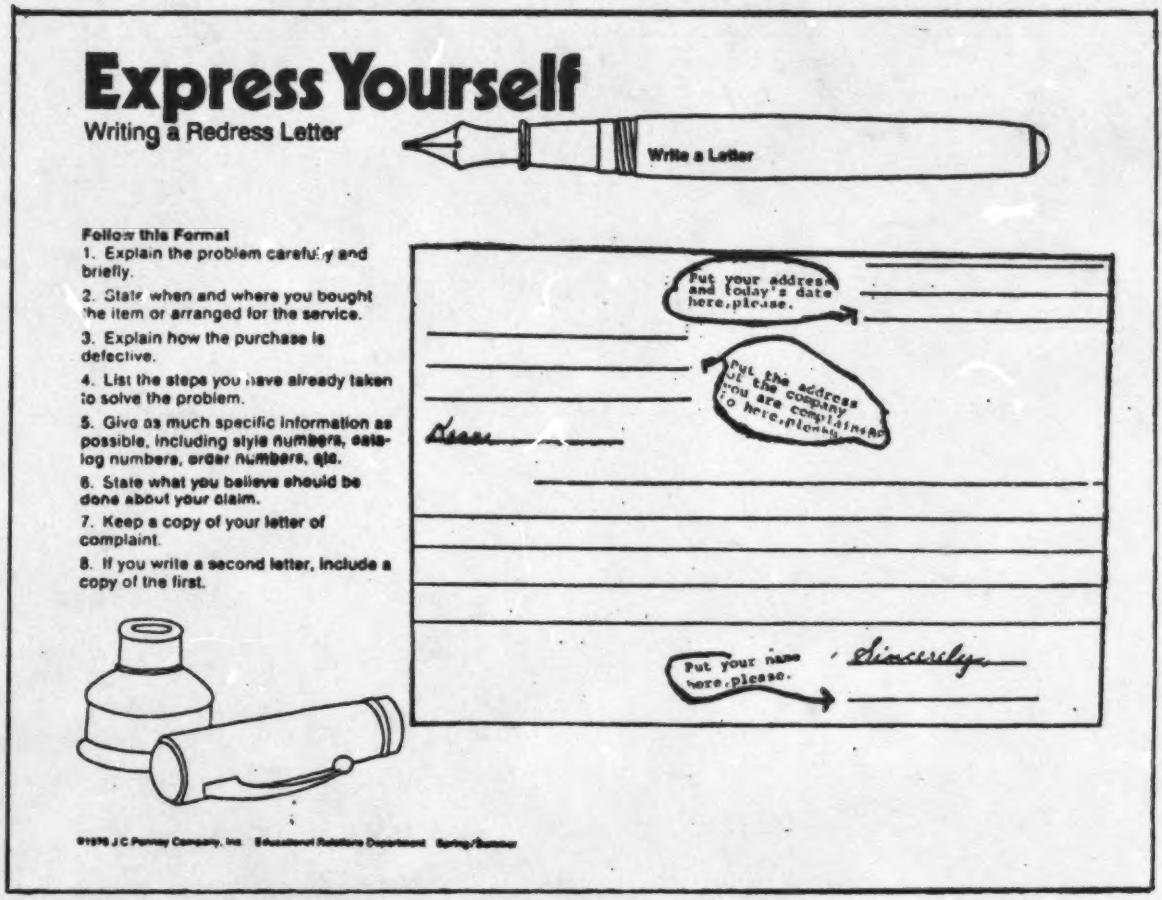
familiar inches, quarts and pounds and to realize the valuable interrelationships between liters, meters and grams. They became aware that the metric system is really not a difficult system to learn and that if they approached the system in a relaxed, open and unhurried way, their children will do likewise. The parents felt that the metric workshops were both fun and informative and would help them in working with their children.

CONSUMER EDUCATION WORKSHOPS

The theme of these workshops was CONSUMER REDRESS and one workshop was offered in each of the eight districts.

The following concepts were covered at the workshops: The steps to follow when you want satisfaction for a consumer problem; How to write a complaint or complimentary letter; Federal Agencies which protect the consumer; Small Claims Court.

In the first part of the workshop, parents participated in activities geared to teach them how to complain effectively. The second half was devoted to a role play which demonstrated how a parent teaches these ideas to his/her child at home.


Express Yourself
Writing a Redress Letter
Write a Letter
Follow this Format
1. Explain the problem carefully and briefly.
2. State when and where you bought the item or arranged for the service.
3. Explain how the purchase is defective.
4. List the steps you have already taken to solve the problem.
5. Give as much specific information as possible, including style numbers, catalog numbers, order numbers, etc.
6. State what you believe should be done about your claim.
7. Keep a copy of your letter of complaint.
8. If you write a second letter, include a copy of the first.
Put your address and today's date here, please.
Put the address of the company you are complaining to here, please.
Dear
Put your name here, please.
Sincerely,

EARLY CHILDHOOD WORKSHOPS

NUMBER LOTTO

Each child has a different card and some markers.

Call out a number.
Child may cover that numeral with a counter.

TELEPHONE

If you can get a real dial phone you'll find it a great incentive to learning numerals.

Let children dial
- their names
- their own numbers
- a friend's number

Post a list of numbers by the telephone.

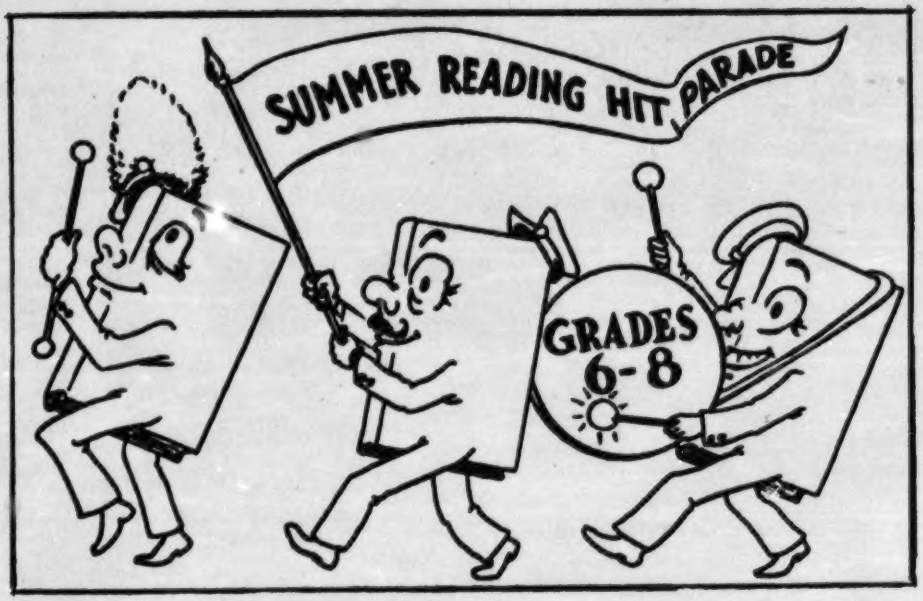
The theme of these workshops was PARENTS-YOU MAKE THE DIFFERENCE IN YOUR CHILD'S EARLY EDUCATION. The workshops featured a slide presentation on the role of parents in early education, followed by a discussion period and sharing of ideas. The narrative for the slide presentation and many materials were provided in Spanish wherever needed. In addition, there was a MAKE IT AND TAKE IT period which gave parents an opportunity to make mathematic and language activities for use at home with their young children. A variety of printed materials appropriate for parents of young children were distributed.

Approximately twenty staff members from the Division of Early Childhood Education served as workshop leaders. A training session for all leaders was held at Durham Training Center prior to the workshops.

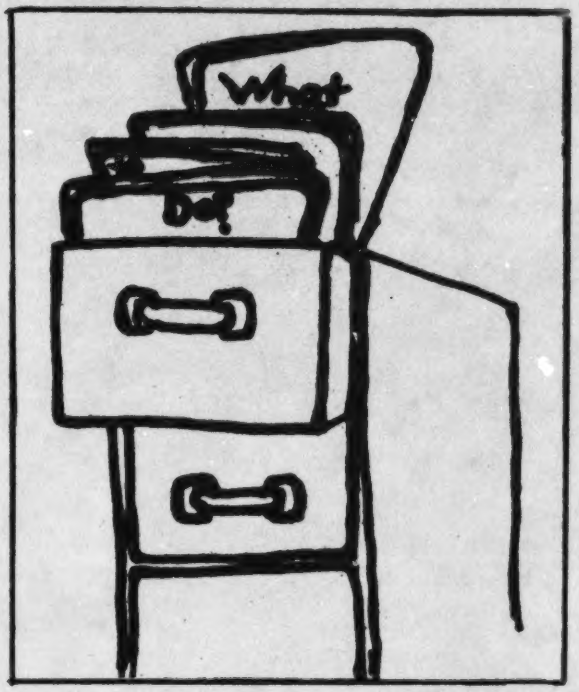
LANGUAGE ARTS WORKSHOPS

The theme of these workshops was READING AND WRITING: A FAMILY AFFAIR and was intended to provide parents with a brief, constructive experience in reading and writing as a model for them to follow at home. During the workshops parents experienced: sustained silent reading, reading aloud, and constructive discussion of reading and writing activities. They received a list of Free Library branches within the eight school districts and lists of readings appropriate to the child's grade level. Leaflets were distributed offering useful advice about reading.

Language skills teachers at each elementary school received copies of all materials and were prepared to lead the workshops with the help of their supervisors.



2. SPECIAL EDUCATION CENTERS



The Special Education Activity Center holds workshops for both parents and teachers in a variety of areas and operates in conjunction with the Parent Partnership Program. The Center has a wide variety of Special Education Resource Materials, including files to aid counselors, teachers and parents in finding solutions to their many daily problems. The information contained in the files is applicable to families with children in either elementary or secondary school and discussion groups are held to exchange ideas and information.

In addition the Special Education Diagnostic and Testing Center is staffed by a specialist who is available to discuss the Individualized Education Program with interested parents and teachers after school hours.

3. PERSONALIZED READING AND MATHEMATICS BOOKS

Begun in the Spring of 1977, the Division of Instructional Systems began offering reading and mathematics activities that were "tailor-made" for elementary school children. Computer-generated printed stories, geared to the grade level of the child, contain personal information about the child and his/her family taken from a questionnaire completed by a parent. Mathematics activities follow a similar format.

For the 1978-1979 school year, the number of requests for Personalized Home Activities booklets almost quadrupled, demonstrating the enormous success of this endeavour. More than 22,000 requests were honored. For Reading, there were 8,229 original and 5,711 "repeat" requests for booklets. For Mathematics, these were 6,821 original and 1,356 "repeat" orders. In addition, numerous letters praising the program have been submitted by parents and children who have enjoyed using the booklets.

DEAR PARENT,

THE ATTACHED STORY WAS PRODUCED USING THE INFORMATION WHICH YOU AND SHERYL SENT TO US. WE HOPE THAT YOU HAVE A PLEASANT TIME SHARING THE STORY. IF SHERYL HAS ANY DIFFICULTY READING A WORD, PLEASE SUPPLY THE WORD. REMEMBER, THIS IS A STORY TO READ FOR FUN AND A CHANCE FOR YOU TO SHARE THE EXPERIENCE WITH SHERYL .

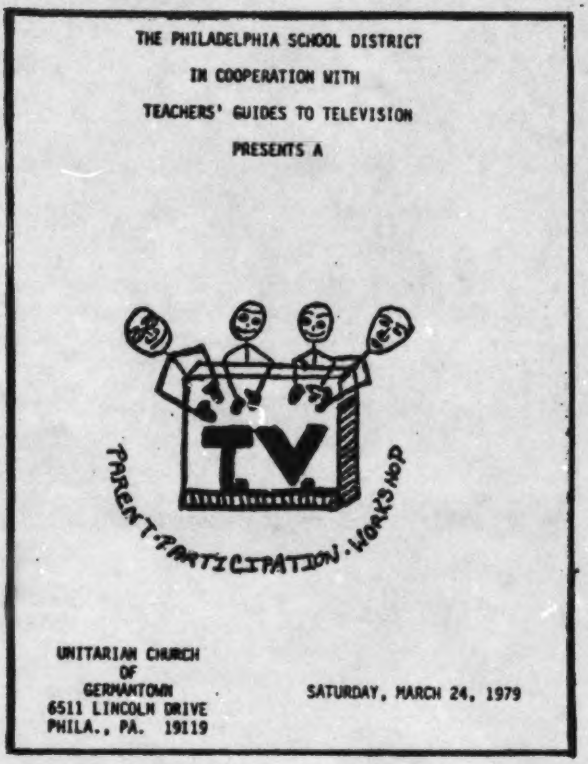
AFTER SHERYL HAS READ THE STORY, THERE ARE SOME QUESTIONS LISTED WHICH YOU CAN USE TO REVIEW SOME OF THE IMPORTANT IDEAS WHICH WERE PRESENTED. FEEL FREE TO ASK MORE QUESTIONS. PERHAPS YOU CAN GET A DISCUSSION GOING ABOUT THE STORY.

THERE IS ALSO A "FIND-A-WORD" GAME WHICH CONTAINS WORDS SUCH AS YOUR CHILD'S NAME, HIS OR HER SCHOOL, FRIENDS, ETC. YOU WILL BOTH ENJOY HUNTING FOR THOSE WORDS.

AFTER YOU AND SHERYL HAVE COMPLETED WORKING ON THIS STORY, YOU MAY DECIDE THAT YOU WOULD LIKE ANOTHER ONE. IF SO, TEAR OFF THE SHORT REQUEST FORM WHICH YOU WILL FIND ON THE LAST PAGE AND SEND IT BACK TO THE SCHOOL. ONLY IF THE STORY WAS TOO HARD DO YOU NEED TO PUT ANYTHING ON THE FORM. THE COMPUTER WILL REMEMBER EVERYTHING ABOUT SHERYL AND IN A SHORT TIME, YOU WILL HAVE ANOTHER STORY.

IF YOU WOULD LIKE TO COMMENT OR MAKE ANY SUGGESTIONS, PLEASE DO. WE WOULD LIKE TO KNOW HOW YOU FEEL ABOUT THIS ACTIVITY.

4. TELEVISION PROGRAMS



During the 1978-1979 year a parent participation television workshop was conducted based on the television movie SOONER OR LATER. This workshop will serve as a model for a series of workshops to be conducted in the 1979-80 school year. The format is one in which discussion leaders guide the dialogue between parents and children demonstrating for parents methods of using television at home to open communication with their children. There were 65 participants from all eight districts and potential parent leaders were identified for future training.

In addition, children and parents went to NBC's studio to watch a telecast of READING, WRITING and REEFER and participated in a panel discussion with viewers calling in questions.

Fifteen 10 minute programs designed to help parents in working with their children were rebroadcasted over public television this year. However, these will not be repeated until some necessary changes are made to up-date them.

5. INFORMATION DISSEMINATION

In order to make the community aware of the various activities offered by the Parent Partnership Program the School District printed and distributed approximately 200,000 flyers to all elementary and middle schools as well as all administrative locations. Posters were also printed and distributed. In addition, public service "spot" announcements were distributed to all broadcast media, and news releases were sent to all local neighborhood and metropolitan media locations in the area.

Several Talk Shows featured both the Parent Partnership and Books for Tots Program, and a slide presentation has been prepared for dissemination purposes.

BOOKS FOR TOTS
BANDWAGON
PARENT PARTNERSHIP PROGRAM
The School District of Philadelphia
Dr. Michael P. Marcase
Superintendent of Schools
Funding for the Books for Tots Bandwagon Program is Provided by a Grant from The William Penn Foundation

6. DATA LINE

The Dial a Teacher Assistance Project is a telephone resource center which provides assistance or information to parents and pupils related to school work brought home by students, as well as information about Parent Partnership activities and services available to parents and children in the School District.

DATA LINE is funded through a grant from the Federal Elementary and Secondary Education Act, Title IV-C and has become a major component of the Parent Partnership Program. Teachers answer telephones from the Pedagogical Library in the Administration Building where there is a wealth of resources and curriculum materials at hand. By calling DATA LINE parents can obtain help with their children's homework in reading, mathematics, French, Spanish, science and social studies. A total of 7,774 calls have been made since the program began in early February, 1979.

Believed to be the first program of its kind in the nation, information has been requested by school districts, Board members, school superintendents and parents from practically every state in the country, including Hawaii. Requests for information about the program have been made from Canada, Australia and England. Newsweek Magazine, the Wall Street Journal, the New York Times and evening television news programs in more than 100 U.S. cities have carried stories about DATA LINE.

Since his appearance on ABC's Good Morning America and national coverage on the NBC network news, the Superintendent has received hundreds of letters and telephone calls from around the country and around the world requesting information on DATA LINE.

SCHOOL DISTRICT OF PHILADELPHIA

PARENT PARTNERSHIP PROGRAM

DATA LINE

The Dial A Teacher Assistance Project is a comprehensive telephone resource center designed to help parents and pupils. DATA Line can aid by:

- providing assistance or information concerning questions related to school work brought home by students in the following areas: Reading/ English Language Arts, Mathematics, Foreign Languages (French and Spanish), Science, and Social Studies.
- providing information about Parent Partnership Program activities.
- providing information about or referral to the services available to parents and children in the School District.

Those who would like to take advantage of DATA Line services should call 567-7820 between 5:00 p.m. and 8:00 p.m., Monday, Tuesday, Wednesday or Thursday on days that Philadelphia Public Schools are open.

The School District of Philadelphia welcomes this opportunity to provide additional assistance and hopes that many of our parents and students will utilize this new and unique service.

DATA Line is funded
by a grant from E.S.E.A.
Title IV-C

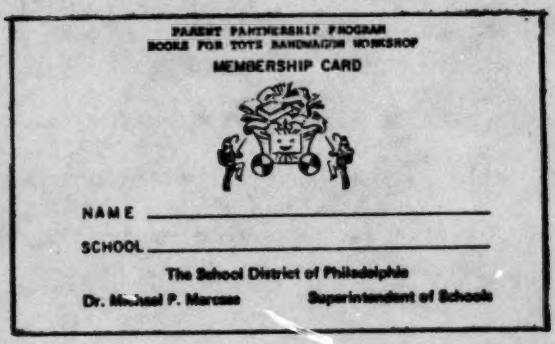
Michael O. Marsh
Superintendent of Schools

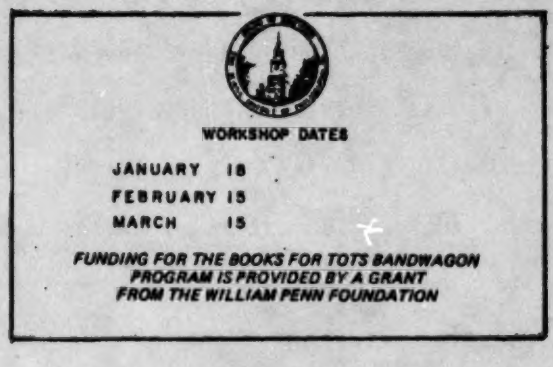
BOOKS FOR TOTS BANDWAGON

The Books for Tots Bandwagon provides paperback books and other printed materials to parents of young children to foster the development of reading and reading-related skills in the home. The program is grounded on the assumption that all children may be taught the basic skills for literacy if provided with sufficient opportunity and if taught in ways that meet the individual child's needs. Parent workshops are held three times each year in more than 200 locations throughout the city, and funds from the William Penn Foundation make it possible to distribute several books to every three and four-year-old child in the City of Philadelphia. For many parents throughout the city, a Books for Tots workshop is their introduction to the School District of Philadelphia.

In the 1978-79 school year, the three series of workshops were held during the months of January, February and March, 1979. Printed posters announcing the program were distributed city-wide and notices were sent home with preschool and elementary children throughout the city. Each series of workshops followed a common format. Workshop leadership consisted primarily of library personnel and reading teachers. The theme of the workshops centered around TRANSPORTATION and at least one book per distribution highlighted the theme.

Each month focused on a different mode of transportation--in January the BUS was featured; in February the TRAIN and in March the BICYCLE. Parents were given a brief description of the program and its objectives. Discussions centered around plans for trips and rides, things to do and observe, and parents had an opportunity to select from a variety of titles. In addition,




WORKSHOP DATES
JANUARY 18
FEBRUARY 15
MARCH 15
FUNDING FOR THE BOOKS FOR TOTS BANDWAGON PROGRAM IS PROVIDED BY A GRANT FROM THE WILLIAM PENN FOUNDATION

parents received a membership card when they attended one of the workshops, which entitled them to benefits such as bonus books and alphabet posters if they attended at least two workshops and a book bucket if they attended all three workshops.

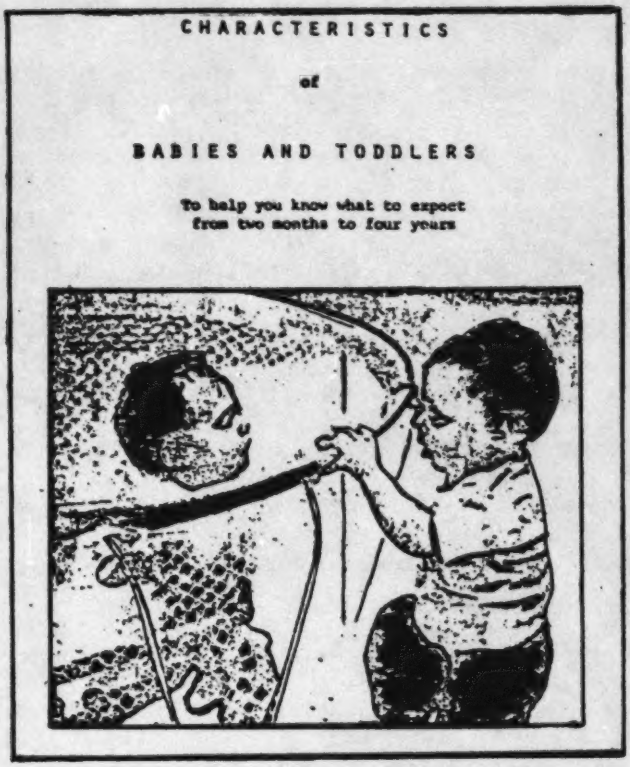
Attendance at the workshops represented a 13% increase over the previous year's workshops with over 14,825 parents of preschool children participating in the approximately 600 workshops held in public elementary schools throughout the City of Philadelphia. In addition, the grant provided by the William Penn Foundation enabled the School District to obtain matching funds from Reading Is Fundamental Inc. (RIF).

THE READING IS FUNDAMENTAL PROGRAM

Reading Is Fundamental (RIF) is a program that provides every public school kindergarten child in the City of Philadelphia with books and other printed materials to foster the development of reading and reading-related skills in the home, and to introduce young children to age-appropriate reading materials. The grant from the William Penn Foundation provided the funds necessary to secure an equal amount from Reading Is Fundamental Inc., and has made it possible to distribute, high-quality paperback books to each kindergarten child in Philadelphia. Distributions of the RIF books have been made in every kindergarten class in Philadelphia. Children were permitted to select their own books from a wide variety of titles especially selected for their high-quality and age-appropriateness. Children also participate in pre- and post-distribution activities designed to stimulate the children's interest in reading and the program itself.

The School District of Philadelphia made three distributions to kidnergarten children during April, May and June, 1979. As before, approximately 19,000 children benefited from the books distrib ted through RIF.

TUTOR CORPS



The Tutor Corps is a program which employs teenage tutors for eight hours a week to work with infants, toddlers and pre-school children in day care homes or day care centers operated by the School District or by private agencies. Tutors are recruited from area high schools, and some of the teenagers have taken courses related to child development, although this is not a stipulation for participation.

The day care agencies select tutors on the basis of geographic convenience and personal interview and those selected represent a cross-section of cultures, socio-economic backgrounds and goal orientations. After the selection process the teenagers participate in a four-session pre-service training program. These sessions explore child development, the role of the Teen-Tutor in a day care home or center, and specific activities and materials which can be used with small children. An orientation session is

also provided in payroll procedures, money management and job responsibilities.

Following the fourth pre-service training session, tutors are placed in a day care setting, and after a month of working with small children, the Tutor Corps comes together again for the first of a series of follow-up training sessions, which occur on a monthly basis. All of the training sessions focus on the notion that to be a tutor of small children requires nuturing of all aspects of development. The teenagers learn that if they are to help children they must develop a good relationship with the children in their care, and that from this relationship the young child's self-concept, physical development and intellectual curiosity are enhanced.

In the 1978-1979 school year, 51 tutors were trained and worked for 20 weeks, at 8 hours per week. A survey questionnaire completed by head teachers in day care centers indicated that they felt the tutorial experience substantially contributed to the children's development in all developmental areas.

SUMMARY

The close of the 1978-1979 school year marks the end of nearly three full years of operation of the Parent Partnership Program. As can be seen from Table 1, a total of 335 workshops were conducted throughout the city on a variety of topics. More than 6,000 parents attended these workshops, which represents almost twice the number in attendance in the 1977-1978 year. Coupled with the Books for Tots Bandwagon Program almost 21,000 parents attended the 887 workshops in 1978-1979.

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Sincere appreciation is expressed to principals and workshop leaders in each of the schools for their cooperation and dedication to the Parent Partnership Program.

TABLE 1

PARENT PARTNERSHIP AND BOOKS FOR TOTS WORKSHOPS
ATTENDANCE BY DISTRICT
1978-1979

District	NOVEMBER Metric Math		DECEMBER Consumer Redress		JANUARY Books For Tots		FEBRUARY Books For Tots		MARCH Books For Tots		APRIL Early Childhood		MAY Language Arts		Total by District	
	Wksp.	Att.	Wksp.	Att.	Wksp.	Att.	Wksp.	Att.	Wksp.	Att.	Wksp.	Att.	Wksp.	Att.	Wksp.	Att.
1	26	591	1	37	26	737	26	796	26	911	4	154	26	408	135	3614
2	24	782	1	18	24	982	26	732	26	1090	3	83	20	273	124	3960
3	19	287	1	30	18	394	18	417	18	461	3	76	8[1]	90	85	1755
4	20	462	1	28	19	358	20	385	19	401	3	99	18	237	100	1970
5	23	441	1	27	23	511	22	616	21	612	3	96	20	349	113	2652
6	17	342	1	29	24	446	24	523	25	598	3	42	25	186	119	2166
7	6	161	1	18	26	437	25	595	27	766	3	95	21	159	109	2231
8	6	215	1	13	23	584	23	672	23	801	3	51	23	144	102	2480
Total by Month	141	3281	8	200	183	4449	184	4736	185	5640	25	676	161	1846	887	20,828

[1] Schools were clustered in District 3.